

Original Research Article

## Some Factors Influencing the Management of Experiential Activities in Primary Schools through a Collaborative Approach

Nguyen Van Hong<sup>1\*</sup>, Thieu Thi Thu Ha<sup>2</sup>

<sup>1</sup>University of Education, Vietnam National University, Hanoi

<sup>2</sup>Lomonoxop Elementary School, My Dinh, Hanoi

### Article History

Received: 03.11.2023

Accepted: 11.12.2023

Published: 14.12.2023

### Journal homepage:

<https://www.easpublisher.com>

### Quick Response Code



**Abstract:** The experiential activities through a collaborative approach involve a pedagogical process with specific objectives, content, tools, and forms employed by teachers to enable students to effectively apply existing knowledge and experiences to real-life situations. This is done by enhancing interaction, support, and mutual constraints among students. Managing these experiential activities through a collaborative approach entails a planned process initiated by school management to guide teachers, students, and educational stakeholders within the institution towards comprehensive educational goals, based on reinforcing interaction, support, and mutual constraints among students. This study focuses on understanding and analyzing subjective and objective factors that impact the management of experiential activities in primary schools through a collaborative approach.

**Keywords:** Experience, primary school, management, approach, influence, influencing factors.

Copyright © 2023 The Author(s): This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY-NC 4.0) which permits unrestricted use, distribution, and reproduction in any medium for non-commercial use provided the original author and source are credited.

## 1. INTRODUCTION

The collaborative approach in experiential activities is an educational method that focuses on creating a learning environment where multiple stakeholders such as teachers, students, parents, and the community actively participate and collaborate to provide diverse and enriching learning experiences. The collaborative approach encourages active engagement from all involved parties. Students not only receive knowledge but also become actively involved in the learning process. This fosters interaction, support, and collaboration among the participants in the educational process.

However, managing and organizing experiential activities in primary schools are influenced by various factors, both subjective and objective. Analyzing the factors influencing the management of experiential activities through a collaborative approach assists the school management team in gaining a better understanding of available resources and how to optimize them to enhance the learning experience. From planning and organization to implementation and assessment, all stages of experiential activity need to be calculated based on the current conditions of the school. This involves utilizing teachers' abilities, student interactions, support from parents and the community to

create an engaging and effective educational environment.

## 2. LITERATURE REVIEW

The purpose of experiential activities through a collaborative approach is to help students apply theories and cooperative models into engaging in experiential activities. This assists students in actively coordinating, exchanging, and sharing knowledge about themselves, their homeland, their country, and humanity. Educators encourage students to support each other in the learning process, fostering positive habits, diligence, and a sense of responsibility both at home and in school. Students learn to self-assess, self-adjust, develop communication behaviors, cultivate cultural conduct, hone teamwork skills, and enhance problem-solving abilities.

The content of experiential activities through a collaborative approach for students comprises materials that students can independently explore and solve within their relationships with other students, fostering a spirit of cooperation and mutual assistance to accomplish tasks. These materials are integral parts of lessons, individual subjects designed by teachers for students and groups of students. Under the guidance of teachers, each student strives to accomplish tasks within their group environment. While undertaking these tasks, students exhibit a need and have the opportunity to collaborate

within their groups to complete assignments. Consequently, the process involves collaborative teamwork to carry out experiential activities. Thus, not all content can be effectively implemented through a collaborative approach, demanding a meticulous selection process. This necessitates experienced or well-trained teachers.

John Dewey (1938), often regarded as a pioneer in educational experiential research, produced works such as "Experience and Education" that focused on merging real-life experiences with the learning process, emphasizing the role of personal experiences in education. This is a significant work where Dewey analyzes the relationship between experience and education, particularly highlighting the role of real-life experience in the learning process. Dewey explored how experiences could be integrated into modern educational systems to create a pragmatic and meaningful learning approach.

Jean Piaget (1968) studied the intellectual development of children and observed that experiences in play and interaction with the environment aid children in understanding and constructing knowledge. Works such as "The Construction of Reality in the Child" concentrate on the learning process through experience.

Lev Vygotsky (1978) researched the role of society and social interaction in the learning process. His work, like "Mind in Society," aided in understanding the interaction between students, teachers, and the learning environment.

David Kolb (1984) is famous for the "Experiential Learning Theory," which focuses on learning through direct experience and a four-stage learning cycle: experience, observation, theory, and application. In this work, Kolb introduces a four-stage loop model in the experiential learning process, consisting of experience, observation, theory, and application. According to this model, learning is considered from the continuous process perspective of experiencing, drawing lessons from that experience, organizing new information, and applying knowledge to reality. This model has contributed to a better understanding of the human learning process through experience and how we learn from experiences, applying that knowledge to new situations.

Howard Gardner (1983) proposed the concept of "Multiple Intelligences," suggesting that students possess various forms of intelligence. He emphasized that managing experiential activities should diversify teaching methods to accommodate this diversity.

Hoàng Thị Hiền (2018) has developed measures such as: Organizing awareness-raising sessions for management officials and homeroom teachers regarding the importance of organizational capabilities in

experiential activities and enhancing the development of these capabilities for teachers; Arranging training programs to enhance organizational capabilities in conducting experiential activities that meet the requirements of primary education; Evaluating homeroom teachers in schools based on criteria related to their organizational capabilities in conducting experiential activities; Creating a conducive environment for the development of organizational capabilities in conducting experiential activities for homeroom teachers; Enhancing infrastructure to develop the organizational capabilities in conducting experiential activities for homeroom teachers.

Trần Thị Thanh Thủy (2019) assessed the existing issues in organizing experiential activities for students, such as teachers lacking creativity in organization, as well as a lack of consistency in the implementation methods. Teachers still encounter numerous difficulties in organizing these activities, including limitations in program duration, constraints related to teachers, and financial difficulties in execution. The author proposed several measures including: Raising awareness for 10 teachers and school administrators regarding experiential activities and organizing them for primary school students; Training primary school teachers in organizing experiential activities for students; Planning and organizing experiential activities suitable for the school's conditions; Collaborating with educational entities outside the school to organize experiential activities for primary school students; Improving conditions to facilitate the organization of experiential activities for primary school students; Establishing criteria for assessment and evaluation in organizing experiential activities for primary school students.

Bùi Tô Nhân (2015), in the work of Managing Creative Experiential Activities in secondary schools, has developed essential measures such as: Training the school's teaching staff in various forms and methods of organizing creative experiential activities; Designing creative experiential activity programs aimed at developing students' capabilities; Managing the coordination between the school, families, and the community in creative experiential activities; Supervising the assessment and evaluation process of the outcomes of creative experiential activity programs.

Nguyễn Văn Tuấn (2018), in the work on Managing Experiential Activities in high schools, analyzed the requirements for educational innovation and consequently proposed measures such as: Organizing training sessions for various forms and methods of conducting experiential activities to meet the demands of educational innovation; Mobilizing collaboration among educational entities to organize experiential activities for students.

Nguyễn Thị Nghĩa (2018) systematized the theoretical foundation for managing experiential activities of elementary school students. Through this, she established and developed qualities, ideologies, intellect, emotions, values, life skills, and general capabilities required in individuals within modern society. This initiative propelled school activities to contribute to enhancing the overall quality of education in primary schools and comprehensive education within the country and globally. Based on the theoretical foundation and practical management of experiential activities of Vân Phú Elementary School in Việt Trì City, Phú Thọ Province, the author formulated and proposed management measures deemed necessary and highly feasible.

### **3. RESEARCH RESULTS**

#### **3.1. Managing Collaborative Experiential Activities for Elementary School Students**

Planning Collaborative Experiential Activity Organization To organize collaborative experiential activities in elementary schools, the initial task is to build a plan for the activities. This is crucial for organizing experiential activities for elementary school students. Constructing this plan must align with the general goals of collaborative experiential activities. Throughout the process of developing a plan for organizing collaborative experiential activities, the effective directive requires setting objectives that align with the unified educational goals. Effectively mobilizing resources to organize and direct the activities is essential to achieve the program's objectives. Principals need to base planning on program objectives, addressing overarching issues to specific ones, from strategic matters to specific activities, selecting and designing content, whole-school educational programs annually and by semester, and based on class levels. To accomplish these objectives, depending on the circumstances and current conditions of elementary schools, the Principal or Vice Principal in charge of academics may develop a plan comprising the following components:

Administrative staff carry out hierarchical planning for organizing collaborative experiential activities at various levels: at the grade level, corresponding to each plan, there are yearly, semester-based, and monthly activity plans. The collaborative experiential activity plans at the grade level must align with the school's overarching plan.

Teachers develop grade-level plans in accordance with specific class conditions, school situations, and students' abilities.

Within the plans, administrators coordinate various participating entities to organize collaborative experiential activities.

Administrative staff determine the resources for organizing these activities in the plan, including human resources, infrastructure, and the school's finances.

In training plans, it's essential to clarify the objectives, content, forms of organization, time, and location for these collaborative experiential activities. After drafting the plan, administrators need to conduct joint meetings to unify the plan and ensure consensus within the group. During these meetings, a thorough discussion on the necessary, feasible, and effective aspects regarding the quality of collaborative experiential activity organization and its economic implications should be held. Additionally, attention should be paid to identifying the appropriate timing for plan execution.

#### **Constructing collaborative experiential activities**

Based on the plan, goals, and content of organizing collaborative experiential activities for elementary school students through a cooperative approach, the Principal establishes a Steering Committee for organizing collaborative experiential activities at the elementary school. The committee includes the Principal or Vice Principal, union representatives, the school's Youth Union Secretary, the overall supervisor of the Youth Union, teachers, and representatives from the Parent-Teacher Association.

The Steering Committee for collaborative experiential activities develops annual program plans and implements those plans.

They organize specialized activities related to collaborative experiential activities within the school and across a cluster of schools, providing teachers with opportunities for professional meetings, knowledge sharing, and experiences in organizing collaborative experiential activities.

Conduct training sessions for the teaching staff on knowledge, skills, and capacity-building related to organizing collaborative experiential activities through a cooperative approach.

Subject-specific teams guide teachers in constructing evaluation criteria for assessing students' knowledge, skills, and attitudes after participating in collaborative experiential activities.

Facilitating the resources for teachers to organize collaborative experiential activities, including financial support and necessary infrastructure, is managed by administrative personnel. Administrative staff collaborate with the overall Youth Union supervisor, homeroom teachers, Parent-Teacher Association, and social organizations such as the local Youth Union, Police, Women's Union, twinning units, etc., to collectively organize and execute collaborative experiential activities.

### **Directing the execution of collaborative experiential activities**

Directing the implementation of plans for organizing collaborative experiential activities involves the Principal's influence on individuals and groups responsible for executing these activities. This ensures that the plans are executed in the right direction, as planned, and in coordination with educational entities both within and outside the school.

Administrative personnel are responsible for the following: Establishing regulations regarding the organization of collaborative experiential activities through a cooperative approach; Guiding subject-specific teams and teachers in developing diverse and captivating grade-level plans for organizing experiential activities that engage elementary school students; Providing guidance to diversify the forms of organizing collaborative experiential activities; Directing to ensure the necessary infrastructure and financial conditions for implementing these activities; Arranging for experts from research institutes or university lecturers to provide training on various aspects related to collaborative experiential activities: knowledge about collaborative experiential activities, organizing such activities, teachers' roles, and the skills required for organizing them.

Evaluation of collaborative experiential activities. Evaluation involves collecting and exchanging information to assess whether activities are progressing according to the planned schedule, achieving the expected results and quality. It also serves as an assessment tool for administrators to adjust any shortcomings during the execution process.

The evaluation of collaborative experiential activities for elementary school students includes the following aspects: Assessing the development of programs and plans for organizing collaborative experiential activities for elementary school students; Checking and evaluating the implementation of programs and training plans to ensure adherence to schedules and set plans; Assessing the students' attitudes, participation levels, and their achievements in terms of knowledge, skills, and competencies acquired through these activities; Establishing criteria for evaluating the outcomes of collaborative experiential activities; Constructing an evaluation plan and organizing evaluations as per the plan; Creating an evaluation team and necessary tools for evaluating collaborative experiential activities; Determining evaluation methods and scheduling evaluation timings; Analyzing evaluation results and devising plans for improving collaborative experiential activities based on the cooperative approach.

### **3.2. Factors influencing the management of collaborative experiential activities in primary education**

Subjective factors: Perception and capacity of management personnel: This is evident when

administrators prioritize regular training, development, and updates on new requirements regarding collaborative experiential activities. Administrators offer precise guidance to subject-specific teams regarding organizing such activities. In schools, administrators set policies, measures, incentives, mechanisms, and regulations to encourage teachers to actively engage in diverse forms of collaborative experiential activities. School administrators need educational management skills to leverage their capacity to develop and adjust plans in line with reality, organize and direct implementation, and assess collaborative experiential activities. Presently, the curriculum prescribed by the Ministry of Education and Training poses challenges to managing these activities. Therefore, if management officials understand the significance of collaborative experiential activities in primary education, they can create appropriate activity plans.

Additionally, management personnel will allocate forces to participate in these activities, explicitly defining their roles, duties, authority, responsibilities, and coordination mechanisms. The principal's concern for these activities involves resolving difficulties for teachers during the execution of collaborative experiential activities. Hence, the management and direction efforts of educational leadership play a crucial role, contributing to the success (or failure) of implementing experiential activities in a collaborative approach.

Teachers' perception and capacity to organize collaborative experiential activities significantly impact their effectiveness. Teachers need to actively and proactively choose various forms of these activities to enhance the quality of teaching. If teachers lack enthusiasm, responsibility, self-study, and self-improvement in enhancing their capacity for collaborative experiential activities, the effectiveness of these activities will be limited, and students will lack enthusiasm to participate. Teachers must possess the ability to develop experiential plans for students, organize these activities effectively, and resolve arising issues during the process.

**Objective factors:** The local government's interest in collaborative experiential activities: Local government cooperation with the Department of Education and primary schools within the area is essential to facilitate teachers in organizing collaborative experiential activities. The local government's concern and support from social resources demonstrate both material and spiritual assistance to schools in effectively organizing collaborative experiential activities. Collaborating with the Department of Education, the local government organizes workshops, conferences, and training sessions to enhance teachers' capacity for organizing collaborative experiential activities in primary education.

The collaboration among various educational forces aims to leverage the strength of these entities while further enhancing the responsibilities of families and social entities in coordinating and assisting schools in managing and educating their children. Moreover, it creates favorable conditions for schools to organize experiential activities. Effective implementation of this collaboration generates collective strength, providing opportunities for children to be educated anytime, anywhere.

The School's infrastructure: Achieving effective collaborative experiential activities in primary education highly depends on the school's infrastructure. Good infrastructure plays a crucial role in achieving high-quality outcomes. Adequate infrastructure, instructional materials, and reference materials for experiential activities in primary schools create an environment where students are enthusiastic and find it easier to read, understand, and remember the content. Therefore, investing in laboratories, cassette players, projectors, and other equipment is necessary. Simultaneously, providing instructional and reference materials for experiential activities holds significant importance. These resources enable teachers to self-improve, self-educate, and exchange professional expertise, leading to the effective organization of collaborative experiential activities.

Conclusion Studying and analyzing the factors influencing the management of experiential activities in primary education through a collaborative approach will help the school's management team understand the needs and characteristics of students (emotional, cognitive, motor, socialization, and behavioral development). This is a critical foundation for the school to create an appropriate educational environment.

Furthermore, analyzing these influencing factors will enable the identification of potential issues that may arise during students' learning processes and experiential learning management. This allows the school to make adjustments and improvements in the learning environment, ranging from enhancing physical facilities to teaching and learning methodologies. Additionally, an in-depth understanding of these influencing factors by the management and teachers will assist the school in designing more flexible educational programs that reflect the practical needs of students and the community. This may involve integrating technology into teaching, developing diversified educational programs, or providing extracurricular activities to supplement learning, fostering a friendly learning environment, encouraging positive social interaction, and facilitating personal development and social skills among students.

Moreover, analyzing these influencing factors aids in identifying indicators and criteria to measure and monitor students' learning progress. This serves as a basis for evaluating the effectiveness of management measures and adjusting them to enhance the learning experience.

## REFERENCES

- Bùi Tổ Nhân (2015), "Management of Creative Experiential Activities in Lower Secondary Schools in Le Chan District, Hai Phong City," Master's Thesis, University of Education.
- Đặng Quốc Bảo (2009), *Some Concepts of Educational Management*, Education Publishing House, Hanoi."
- David Kolb (1984), *Experiential Learning: Experience as the Source of Learning and Development*" Prentice Hall (Pearson Education).
- Hoàng Thị Hiền (2018), "Current Situation and Proposals for Enhancing the Capacity to Organize Experiential Activities for Homeroom Teachers in Elementary Schools in Lê Chân District, Hai Phong City," *Education Journal*, Special Issue August 2018.
- Hoàng Thị Ngọc (2019), "Current Situation and Some Measures to Improve the Effectiveness of Organizing Experiential Activities for Students in Elementary Schools in Bien Hoa City, Dong Nai Province," *Education Journal*, Special Issue Third Quarter May 2019.
- Howard Gardner (1983). Book titled "Frames of Mind: The Theory of Multiple Intelligences" was first published in 1983 by Basic Books.
- John Dewey (2008), "Democracy and Education: An Introduction to the Philosophy of Education," Tri Thúc Publishing House.
- Lev Vygotsky (1978) researched the role of society and social interaction in the learning process. His work, like "Mind in Society". Harvard University Press.
- Nguyễn Thị Nghĩa (2018), "Management of Experiential Activities for Elementary School Students at Vân Phú School, Viet Tri City, Phu Tho Province," Master's Thesis, University of Education.
- Nguyễn Thị Thu Hà (2016), *Education of communication skills for 5-6-year-old kindergarten students through a cooperative approach*, Doctoral dissertation, Vietnam Institute of Educational Sciences.
- Nguyễn Văn Tuấn (2018), "Management of Experiential Activities at Yên Lập High School, Phú Thọ Province, Meeting the Demands of Educational Innovation," Master's Thesis, University of Education.
- Trần Doãn Vinh, "Designing Experiential Activities in Teaching Computer Science at Primary School Level with Collaborative Approaches," *Journal of Education*, Issue 437 (Quarter 1 - 9/2018).
- Trần Thị, T. D., & Nguyễn Thị, V. A. (2019). Some forms of organizing folk toy-making experiential activities in technology for 3rd-grade students. *Hnue journal of science* DOI: 10.18173/2354-1075.2019-0005, *Educational Sciences*, 64(1).

---

**Cite This Article:** Nguyen Van Hong & Thieu Thi Thu Ha (2023). Some Factors Influencing the Management of Experiential Activities in Primary Schools through a Collaborative Approach. *East African Scholars J Edu Humanit Lit*, 6(12), 574-578.

---